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The Springfield Weekly Republican for April 16 last contained an editorial entitled Latin in Small High Schools which it is a pleasure to reproduce here in full. It is hoped that many a teacher of Latin in the High School of a small town will find aid from this editorial in the battle which such teachers are often obliged to fight in the interests of the Classics. For a long time past no small part of the labors of the Managing Editor of THE CLASSICAL WEEKLY has consisted in supplying ammunition to persons, sometimes, in small, isolated communities, sometimes in larger Colleges and Universities, which should enable them to keep their courage up and face the foe with resolution. Thrice welcome is every addition to this store of ammunition which comes, as does this editorial of the Massachusetts paper, from those who are not professionally interested in the Classics.

All signs point to a fresh crusade against Latin as a school subject. Greek was jettisoned long ago, and is now taught only to a handful of pupils, but it has been hoped that this throwing overboard of cargo might help the ship to weather the storm. But the success of the attack on Greek has apparently only encouraged the iconoclasts. A decidedly hostile tone is manifest in the recent report of the Massachusetts state board of education. No direct attack is indeed made on Latin as a school subject, but its place there is sharply challenged, and, as to the smaller schools in which the state claims authority by virtue of pecuniary help, the language of the report is distinctly menacing. Among the "more serious defects" noted is this: "All of the 48 state-aided high schools were offering instruction in both Latin and a modern language, although the classes in Latin were in many cases small. In the 21 state-aided high schools that had only two teachers last year, 12 offered Latin and French, one offered Latin and German, and eight were attempting to teach three languages—Latin, German and French".

The drift seems to be that Latin should go, but there are reasons for questioning that conclusion. The demand that small high schools should not try to teach more things than they can teach well is only reasonable, and something should be done to relieve such schools from the pressure in this direction which the elective principle and the multiplication of subjects have caused. The small high school has necessarily a small faculty—what two or three instructors can efficiently teach is limited. As a rule it can hardly be possible at such small cost to offer good instruction in English, Latin, and two modern languages, besides the other essential subjects. It may sometimes be possible, and in such a case, when a school is lucky enough to have a real linguist, sound economy demands much local freedom to take advantage of the opportunity. It is no harder for a linguist to teach both German and French than to give all his time to one, and the instruction will not be impaired.

Such accomplishments are of course rare in this underlanguaged country, and the small high school will be fortunate if it can really give good instruction in either French or German. But it is not at all impossible for the college-bred teacher of French or German to be a good Latinist, and with reasonably good preparation through four years of high school and four years of college, with perhaps some special instruction or residence abroad and a brief course of pedagogics one person of literary taste and linguistic aptitude ought to be able to give all the language instruction of which a small school has need. The feud between the classicists and the teachers of modern languages is wholly groundless; they ought to be warm allies even when the same teacher does not teach both. To combine Latin with a modern language is no more exacting than the familiar combination of Latin and Greek, and the teacher of Romance languages profits greatly by a sound classical training.

Thus to provide for the teaching of Latin is by no means out of the question, whichever teacher undertakes it, and quite aside from the merits of the classics, a battlefield too sanguinary to venture upon incidentally, it may be said that Latin has been and may still be a strong point of the small school. It is a major subject, with great tradition, a weighty prestige, and a well-established method. It requires few tools, and few books—hardly any subject can accomplish so much with the same resources. In the many cases where the head of a small school has been a thorough scholar, with enthusiasm, ideals and a gift for vigorous teaching, the results achieved have been at times extraordinary; no small school with scanty funds could hope to do so much with the subjects which cannot be taught well without an elaborate equipment. The small high school which throws Latin overboard is throwing away almost its only chance to compete with the large and lavishly supported schools of the cities. With a classical and mathematical basis a school with two or three really able teachers can give within narrow limits a really admirable education.

To say that this ideal is often reached would be extreme, and it may freely be admitted that the teaching of Latin often falls very far short of the ideal. Yet these defects are in the main due to disparagement and lack of support. Latin has been retained with a vague respect for tradition, but it has been hampered in many ways. The college requirements have not permitted the Latin teacher a free hand; his aim has not been so much to teach Latin as to get his pupils quickly into Caesar. The board of education rightly calls for some relaxation of college demands in other matters—it might profitably have suggested that in respect to Latin colleges should require only such a working knowledge of the language as the time allowed in the high school ought to yield. With the revival of "oral Latin" which has long been decadent and the free use of easy Latin for reading in the early stages, it should be possible to bring the pupils on much faster, and have them better trained when they leave the high school, even if they have not read all

the prescribed books of Caesar and Virgil and the necessary orations of Cicero. Latin is so extremely valuable to the small school that it ought not to be let slip without a protest; on the contrary the demand should be for more freedom and strength in teaching it. A small town which can secure for its high school a genuine scholar who is also a vigorous and inspiring teacher of Latin is fortunate.

C. K.

LATIN IN THE GRADES¹

The experience of two years is too slight to furnish a basis for decided convictions but it is not too slight to offer suggestions as to the situation in the present, and plans for the future. There are now in our High School about thirty pupils who have, as a result of their work in the Grades, gained one semester or more in their Latin course. Perhaps this fact alone entitles the subject to consideration. Four points will be touched upon: first, the conditions found among pupils of the Seventh and Eighth Grades; second, the methods used; third, the advantages which the introduction of Latin in the Grades ought eventually to present; fourth, our greatest needs in case the plan is adopted.

In regard to the first point (this confession is made with all due humiliation), with each class which I have met I have spent weeks in getting the pupils tamed and trained so that they would listen to my voice and make an effort to follow directions. Even when there might be no intention of being disorderly (a potential subjunctive), they are exploding with a desire to conduct the recitation, to help teacher, to ask irrelevant questions waiting for no answer, and to volunteer information on the most disconnected subjects, and, when attempting a recitation, to 'go off half-cocked'. The effort to subdue them may be criticized on the ground that it curbs a most desirable spontaneity and breaks the spirit of the children. But there are times when something must be broken before effective teaching can begin.

Usually only the picked pupils have been allowed to take Latin and many of these have taken part in that gymnastic exercise known as skipping grades. This has in some cases left a serious hiatus in their knowledge; but, a more serious difficulty, it gives conceit, and a firm conviction that ability need not be reinforced by careful work and hard study. It is needless to say that I have heard many times, 'You are a High School teacher, and do not understand young pupils'. Just this fact alone ought to warrant my presence in the Grades. We hear a good deal of complaint about the material received in the High School. If every High School teacher would spend two years in the Grades, there might be as much complaint, possibly a great deal more; but it would result in an understanding which cannot come without experience.

¹In connection with this article reference may be made to Professor Nutting's paper, *Latin in the Seventh and Eighth Grades in California*, *THE CLASSICAL WEEKLY* 7:154-157; the paper by Mr. W. L. Carr, *The Desirability of Latin in the Eighth Grade*, *The Classical Journal*, 9:385-394; and to Professor Deutsch's paper, *Latin Instruction in California Intermediate Schools*, *THE CLASSICAL WEEKLY* 8:122-125.

One of the strongest arguments we hear in favor of Latin in the Grades is the statement that young children can memorize easily. Perhaps they can, but, in my experience, they do not. A list, a paradigm, a rule is never learned when I require it. I must teach it, and then teach it again. Often, to make the memorizing easier, I use some Loiset's trick intended for a middle-aged memory. If an exercise is to be written outside of class, the pupils are prompt and ready with their papers. In the matter of neatness and form these papers are almost beyond correction; but every noun ends in *a* and every verb ends in *o*. And the pupils, like Faust's student, are, with paper in hand, serenely satisfied. It is a material thing to touch and handle, and they like it. But they do not learn a list or rule, and they do not apply that rule, save with much help and coaxing. Yet this method, the written exercise prepared outside of class and forms learned with the teacher's help, is exactly wrong. Memory work can and should be done when the child is alone; sentences, certainly in the early days of the study, are best prepared under the direction and with the help of the teacher. This will also lessen the temptation to borrow and copy a friend's paper.

The children are very ready to respond to suggestions, but they are not consumed with an insatiable hunger for hard work. They are growing, they are sometimes lazy, often restless. They have little patience in making the mental effort to learn a fact or a form, and too little concentration to apply the fact or form even when learned. Correcting and re-correcting papers until no fault remains is an irksome task. The 'infinite capacity for taking pains', the beauty of perfection, except as connected with the material thing, is of course alien to their age, but at some time they ought to be introduced to it.

Restlessness and impatience which is natural to a normal child is exaggerated by the attempt to crowd too much into the day's program. This is to some extent the fault of the school, but the influence of the home (if that expression may still be used) too often adds to the complication. Try to do a quiet half hour's work with a group of weak pupils, and there is a chorus: I must go to orchestra practice—literary society—girls' club—boy scouts—campfire girls—dancing lesson—automobile ride—basketball; in short, a hundred interests, each good in itself, which fifteen years ago were not a part of a child's world. Ask a twelve-year old child to tell you his engagements for one week outside of school hours. Grown persons would find it difficult to keep the pace. Most of these engagements are connected directly or indirectly with the school life. Mr. Wenley once said, "You must not reproduce in your schools the restlessness of society". If College and High School students need isolation, serenity and quiet for their best mental development, even more is it needed by pupils in the Intermediate Schools.

Next a word in regard to methods. If the class can have five periods a week of sixty minutes, the average

pupil ought to gain in the Seventh and Eighth Grades a good preparation for reading Caesar, and also all the formal English grammar necessary for entering High School. Composition, however, should not be attempted in the same class, but should be connected with the work in reading and spelling. There is often a split between subjects that ought to overlap. Last year my Eighth Grade classes were spending five periods a week with me in Latin grammar, five periods with another teacher in English grammar and four with still another in reading and spelling; fourteen hours a week on closely allied subjects. Even after making a connection between the two grammars there was an opportunity for more economical treatment. For instance, my pupils in the morning were studying complex sentences; in the spelling-class in the afternoon they were writing such sentences as The education is good, The retribution is great, The invention is wonderful. With the hearty cooperation of the spelling-teacher, questions involving more complex sentence-structure were assigned. The results were most satisfactory, but the children at first rebelled. On one paper a little girl had written in the corner, *'Mea ultima cura'*. It suggested *Sunt lacrimae rerum*. But if children could be made to feel that English is a continuous performance, some tears might be saved.

We have had a book for English grammar and one for Latin, and have tried to carry the subjects along side by side. But the connection is often artificial and we have found it wise to discontinue one language for a few weeks. We need for the 7-1 Grade a very simple primer which will introduce the child to the elements of English and Latin together and serve as an introduction to the books used later. The pupils as a rule do better work in Latin than in English. This may be in part due to the fact that in this subject I know my own ground better. But I believe Latin is more suited than is English grammar to the minds of children of this age. It is not so difficult to understand and they find it more interesting.

A valuable exercise has been committing to memory Latin quotations. These are chosen with reference to different kinds of sentence-structure and special constructions. A sentence is easier to learn than is an abstract rule; it is no mean acquisition in itself and serves as a model for countless sentences later. *Vade ad formicam, O piger* has put a check on many a dative case. *Discite grammaticam, pueri qui cetera vultis* anticipates the imperative; it gives a complex sentence with an adjective clause; it gives a valuable bit of advice, and helps in the spelling of *grammar*.

If outside reading is desired, the first plays in Decem Fabulae are excellent. A Seventh Grade Class read with animated astonishment the *Ludus*. One class read the *Medicus* a dozen times; each pupil chose one part to learn, and it was presented in class. At their eager request it was given before the school in the auditorium, and was the source of great delight, and

perhaps some benefit. If it is possible without injury to the legitimate work to make the play a general class-exercise, it may well be a part of each semester's work. If it adds one more engagement to a too busy program and serves as an excuse from some other task, it should not be attempted.

Occasionally questions are asked and directions given in Latin. This never fails to arouse and amuse a listless class. We must be on our guard, however, lest, enjoying this enthusiasm, we sacrifice accuracy and thoroughness. It is sometimes difficult for the teacher to avoid becoming the leading figure on the stage. Moreover, when the constant comparison between English and Latin is an important feature of the recitation, the wisdom of using the Direct Method may well be questioned.

The advantages to be gained by introducing Latin into the Grades are of two kinds: first, those connected with the subject of Latin alone; second, those which influence the child's general education. The former are obvious, but might be mentioned. There is no doubt that the pupils gain at this time an ease in pronunciation which is hard to obtain with the older pupils in their hurried Ninth Grade. The vocabulary and the forms are learned more deliberately and thoroughly. But one of the important advantages is the fact that pupils of this age develop a valuable feeling for word-order. The feeling for order is a great help in translating, and, better still, in understanding without translation. This feeling is, in my experience, a stronger argument for the early study of a foreign language than is the one so often heard, that the young memorize easily.

More numerous and more important are the benefits in the child's general training. This subject, more than any other subject in the grades, gives insight into methods of study and some vigor in attacking a difficulty. More than one parent has said in the last two years, "John never before received such low marks, but he never before has had to study", and one remarkable father added "I am glad he is having the shock now instead of later". Is this inconsistent with the observation that English is harder than Latin? I think not. English grammar is less definite, and is therefore a subject for more mature minds. In the Grades, as in the High School, the pupils will not look upon English as a serious study which demands hard work. They talk English; therefore they know it, therefore they are not inclined to study it. Beginning Latin is an elementary subject, English is not. Latin presents difficulties but not puzzles. That the Latin grammar throws light upon the English both pupils and English teachers are witnesses. Surely this light cannot come too soon.

The objection is made that the study of Latin in the Grades is intended for the favored ones who enter the High School. It may be found that some pupils are utterly unfitted for the study of Latin, and it would be well to divide the class at the end of the 7-2 Grade,

but the division should not be based on the child's intentions about entering High School. For the Latin ought to help bridge the gap between the Eighth and the Ninth Grades. Doubtless it will result in more pupils entering High School. But in any case a year of a foreign language, especially if taught always with the English, cannot come amiss to any pupil.

One of the strongest of these general advantages is that of economy. A wiser decision as to the pupil's choice of studies in the High School can be made after he has been tried in the fire of a foreign language. Time may be saved and failure avoided in the freshman year. At the end of the course he finds himself with time to spend on some advanced work. These pupils have the added advantage of being in the company of older students before whom they wish to succeed. We often hear that it is a crime to keep a backward child in the class of average pupils, where he is humiliated by the constant evidence of his own inability. Is it not wrong to keep a forward child in an average class where his ambition is dulled and his standards are lowered? Besides the injury to the child, consider the untold loss to the community. Mr. Wenley (if I may quote him again) has said, "If this country is to be saved, it must be saved by its great minds, and what are we doing to develop these minds?"

Nor should it be thought that pupils in the Grades are too young to gain some sense of the grandeur and glory of the Latin world. They are susceptible to just this appeal. Give them a sight of the map of the Roman Empire, a few words about the City of Rome two thousand years ago, and that city to-day. Show them what the names of Caesar and Cicero and Vergil have meant to the world, and, if we are wise enough, will mean to generations yet to come. If the children have been proud of studying Latin, this pride may be used and may bear its fruit in making them more dignified.

To review the general advantages in the early study of Latin: it is a help in the study of English; it is a step towards the 6-4-4 system; it gives at an opportune time definite drill in a difficult subject and so is a means of acquiring habits of patience and concentration; it is a spur to ambition; it leads to economy of time and mental strength.

Finally, what are the desiderata if Latin is to be introduced into the Grades? First, more serenity and simplicity in the day's program; second, a primer for the 7-1 Grade dealing with English and Latin together; third, a uniform system of nomenclature. Last, and most important, we need Latin teachers who are familiar with the English of the Seventh, Eighth and Ninth Grades, who understand young children and do not mistake enthusiasm for achievement. The Grades should not be considered a training school to prepare the College graduate for the more noble and glorious task of teaching in the High School. When equal preparation and equal salaries attend a

position in the Grades, it may seem a promotion rather than otherwise to be asked to take work in this more difficult field. No classes require such careful discrimination and accurate drill. Again, a teacher must be on her guard lest she mistake, for her own success, a great show of enthusiasm on the part of her pupils. It is possible to awaken a sleepy class any day by an animated proposal that they learn a little Hebrew or Sanscrit. Arms will wave wildly in the air while they tell about the little Sanscrits or little Hebrews that their fathers have known. They sputter with enthusiasm, which lasts until they hear, 'Now this thing must be learned'. Then the dust settles and we can see what is left to be seen. In the spring, when the *io* verbs were losing their charm, the most inert boy in the 8-2 class begged for a few lessons in Greek. Doubtless one of the countless sins against childhood was committed in not granting his request. I have small patience with the remark 'They are learning without knowing what they are learning'. The probability is that no one will ever discover it. But in case it is true, why deprive the children of the greatest joy the mind can have, the joy of conscious achievement?

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A GREEK SCHOOLMASTER STILL TEACHING¹

Isocrates was probably the greatest schoolmaster the world has ever seen. His school was thronged with pupils. His methods were eminently practical. He brought his pupils through the three stages of analysis, criticism and composition. Although Isocrates himself, because of personal deficiencies, early ceased to be a practising orator, he was no admirer of what might be called 'closet' oratory. "The future orator must try the effect of each arrangement and combination of technique on the audience and so draw up his own system". "The chief boast of the school of Isocrates", says Freeman, in his *Schools of Hellas*, "was that it produced gentlemen". The number of disciples Isocrates left after him has been computed to be more than forty. In the theory of rhetoric he was surpassed by Aristotle. "Yet the school of Aristotle produced not a single orator of note except Demetrius Phalereus; the school of Isocrates produced a host. Why was this?" asks Jebb. He answers that it was by his exercises for which his own writings furnished models that Isocrates formed his pupils.

Isocrates was ninety-eight years of age when "That dishonest victory at Chaeronea, fatal to liberty, killed with report that old man eloquent". His influence lives to-day in the language we write and speak. "That Isocratic style", writes Jebb, "in its essential characteristics of rhythm and period, passed into the prose of Cicero; modern prose has been modelled on the Roman; and thus, in forming the literary rhetoric

¹Reprinted from *America* 12:249-250 (December 19, 1914).

of Attica, Isocrates founded that of all literature". One particular feature of that survival is studied in an interesting lecture delivered at Oxford, June 6, 1913, by the well-known Ciceronian scholar, Professor Albert C. Clark, on *Prose Rhythm in English* (Oxford University Press). Professor Saintsbury, in his *History of English Prose Rhythm*, expresses himself in his usual vehement style as utterly opposed to "the attempt to show how a prose-harmonist should develop his harmony". The author's lecture concerns itself with Professor Saintsbury's book, deplores "his lack of positive results", accepts his collection of perfect examples of prose rhythm, and proceeds to deduce some rules for the close of sentences. "For the origin of prose rhythm", says Professor Clark, "we must go to Cicero". That he does in his lecture, comparing Cicero's sentence-endings (*clausulae*) with the accepted endings of later Latin prose (*cursus*) and then with the practice of English writers. "The rhythm of English", he concludes, "is mixed, like the nation itself, and the mixture constitutes its charm. In this respect English differs from medieval prose and frequently presents analogies to the freer system of Cicero and Demosthenes". Most authorities when speaking of Cicero's rhythm would couple with him Isocrates rather than Demosthenes.

Another recent work studies the school of Isocrates: *The Influence of Isocrates on Cicero, Dionysius and Aristides* (Yale University Press). Mr. Harry Mortimer Hubbell, the author, in presenting this thesis in candidacy for the degree of Doctor of Philosophy, asserts that his "account of Isocrates' theories will be somewhat one-sided". He does not "attempt to trace the influence exerted by his theories of rhythm, or by his style", but deals "only with the larger aspect of his pedagogical purpose". Mr. Hubbell's essay belongs to that growing class of works which the historical method of studying literature has fostered and which strives to trace the ideas of authors back to their sources. Read Fock's *Catalogus Dissertationum*, and under the name of every Greek and Latin author will be found a generous sprinkling of *Fontes* and *Quellen*. Mr. Hubbell's essay is valuable for the history of rhetoric and emphasizes the practical tendencies of Isocrates in his teaching. How impatient Isocrates would be with the modern distinction implied in the disparaging use of the term rhetoric! Isocrates would not admit that anything was rhetoric unless its contents were solid and substantial. After the many discussions of Isocrates as a stylist, it is good to have the substance of his teaching thrown into prominence as it is by Mr. Hubbell. Yet if the old Greek orator had a school of rhetoric to-day, he would not use Mr. Hubbell's book in class. Sources and development and evolution belong to history, not to literature. These subjects are contributions to science, not exercises in art. Isocrates taught the art of oratory. Aristotle would have welcomed Mr. Hubbell into his school.

NOVIATTE OF ST. ANDREW.
Poughkeepsie.

FRANCIS P. DONNELLY, S.J.

REVIEWS

The Anabasis of Xenophon. Edited, with Introduction and Commentary, by Augustus Taber Murray. Chicago and New York: Scott, Foresman and Company (1914). Pp. lli+335+130. \$1.60.

This edition includes the entire *Anabasis*. The first four books are edited with notes at the foot of the page. The text of the last three books, without commentary, is added to be available for sight reading. It would have been an improvement if the topics treated in the narrative and the speeches had been inserted at frequent intervals, particularly in the last three books. Also, the new words found in these books might well have been explained at the foot of the page, together with some necessary hints in sight work. This task is now left to the teacher. The vocabulary, however, covers the entire work.

The Introduction treats with due sense of proportion and in a lucid and interesting way the following topics: Xenophon, his Life, Character and Writings; Persia to the Time of Cyrus the Younger; Cyrus and his Expedition; Prominent Personages; Style of the *Anabasis*; The Speeches in the *Anabasis*. The editor is justified in reducing the amount of space commonly allotted to military details.

There are maps of Greece and of the route of the Ten Thousand, and plans illustrating manoeuvres described in the text. In addition there are four fine full page illustrations, of the Greek hoplite, Marsyas, Delphi, and the Wrestlers. There should be many more illustrations distributed throughout text and Vocabulary.

The Commentary, as a whole, is a careful, well-balanced and creditable piece of work. It embraces a wide range of topics, including antiquities, manners, and customs, military matters, mythology, athletics, religion, geography, contrasted use in Greek and English, style, syntax, word-analysis, word-order—a variety sufficient to bear out the hope of the editor "not to allow the stress laid upon grammar to prevent the student from feeling the charm of the story, or from becoming interested in Xenophon as writer and as man".

Primary emphasis, however, is necessarily laid upon the grammatical side. One who assimilates the information conveyed in this field will carry away with him a knowledge of much vital, grammatical and stylistic usage; e. g., to mention a few important points noted, the preference of the negative for the aorist and the difference between the aorist and the imperfect, when used with the negative, the use of *οὐ* commonly with military connotation, of *γίγνεται* as passive of *ποιεῖν*, of the passive *ποιεῖσθαι* employed of poetical composition, of *ἀκούειν* with the infinitive employed of hearsay, of the participle of fact, of the active voice used with a reflexive pronoun in case of unusual action, the limited range of the pluperfect *εἰς* not used with the singular of a personal object, *εἰ δὲ μὴ* regularly employed of the unfavorable alternative, the informal omission of *καί* with the vocative,

ἔρχομαι rarely used except in the present indicative, *φημί* regularly used if a verb of saying is repeated with indirect discourse. But it is hardly accurate to say that "the fut. is of all tenses the one least apt to change to the opt. in indir. quests. or quotations" (pages 196-197), since the imperfect and pluperfect and all secondary tenses with *ἄν* regularly remain unchanged in mood, and in dependent clauses all secondary tenses and usually the present indicative do not change to the optative. Doubtless the future and the perfect in independent statements were more often retained in the indicative than were the present and the aorist, but in indirect questions the aorist indicative was generally retained, for here the aorist optative usually represents the aorist subjunctive. Again, is it true that with *ἀγγέλλω* "the participle is infrequent" in indirect discourse (p. 121), or did the editor mean to say this of the infinitive?

Two admirable features of the Commentary stand out prominently—the constant attention paid to word-order and emphasis by position, and the stress laid on tense-distinctions. These are vital matters, which through inadequate emphasis the learner usually fails to comprehend and appreciate. But I should dispute the statement that "a postponed sub<ject> is regularly to be emphasized" (p. 46), for quite as often the purpose is to give the verb more prominence, the subject being added merely for clearness, or the altered position may be due to euphony or rhythm.

Three standard Grammars are referred to. The cross-references are numerous and with few exceptions seem to be accurate. But there are more references than the student will use. Particularly annoying are chain references; e.g. the note on *παρήσαν* (1.4.7) refers to 1.2.14, where we are simply referred to 1.1.62, and there information is given that is furnished by the Vocabulary. Still more vexing is the note at 4.2.29 on *ἐπέβαινε*, for, after following a chain of references without getting any information we come upon the query, "force of the prep.?" Such continuous cross-references tend to undermine a student's respect for references.

The Commentary is particularly open to criticism for giving too much translation. Notes at the foot of the page are desirable, but unnecessary translation should be rigorously excluded. Why duplicate in the notes, as the editor does on so many pages, translation and information contained in the Vocabulary? Why, for example, tell the student in the note that *ὑπερῆσθε* (p. 195) means 'supply' instead of leaving him to find in the Vocabulary the primary meaning of the word, with derivation, and thus see the transition to the secondary meaning there cited for this particular passage? Why lead the student to infer that *τελευτῶν* (p. 228) is an adverb by simply translating it 'finally', when the same translation with citation and full explanation is given in the Vocabulary? Similarly, on page 231, at least five of the translations are unnecessary. See also page 236, page 134. But

there is no need of multiplying instances. Students are ever ready to accept a free rendering without ascertaining exactly why it is correct, and this weakness must not be cultivated.

"The Vocabulary", says the editor, ". . . is condensed, and is meant to supply only what the student of Xenophon needs and can use . . . particularly . . . in the matter of etymologies, . . . and . . . of verb forms". Such condensation, in the reviewer's opinion, is carried a little too far, although in most points the Vocabulary is satisfactory. Many more cognate and Greek loan words in English might have been given with profit. Interest in Greek and knowledge of both languages are promoted by noting the important Greek element in English. In this Vocabulary no loan words are given for *ἀκούω*, *νεκρός*, *ἀνθρώπος*, *δρόμος*, *φίλος*, *θάνατος*, *πόλις*, *ἕπνος*, etc. Since ichthyology and ornithology are given, why not ophthalmology and otology? Why not aristocrat as well as oligarchy?

Some of the definitions are rather meager. For instance, *γινώσκω* is not adequately defined by "know, learn, recognize". For *ἔσσε*, 'while' is not given, although it occurs twice in this sense in the *Anabasis*. The treatment of *ἀλλά* is rather scant, and the definition of *ἀλλά γάρ*, "often implying an ellipsis, but . . . for", is unsatisfactory, and likewise "and . . . for", as a definition of *καὶ γάρ*. The editor stresses too much the supposed ellipsis, of which the Greeks were unconscious. The student should not be encouraged to translate by such cumbersome phrases as "but (no more of this) for", "and (with the more plausibility) for".

In the case of prepositions, the meaning of some of them in composition is given; this should be done in the case of all. Of poetic words, several are so designated in the Vocabulary, others are not; all should be. Under *σφίω* the definition, "escape", etc., should be given for the passive as well as the middle.

The system of references to chapter and section in the Vocabulary but to chapter and line in the Commentary causes some inconvenience and confusion which would have been avoided by uniformity in practice.

The book is bound and printed in attractive form and there are very few typographical errors. With its many strong points, this is a valuable addition to the number of excellent editions of the *Anabasis*.

COLUMBIA UNIVERSITY.

ROSCOE GUERNSEY.

Spain under the Roman Empire. By E. S. Bouchier. Oxford: B. H. Blackwell (1914). Pp. 200. 5 shillings net.

Mr. Bouchier, author of *Life and Letters in Roman Africa* (Oxford: Blackwell, 1913), has now passed the pillars of Hercules and gives us a similar study of the peninsula whose fortunes have always been so closely united with those of Mauretania. He has read

carefully the Latin inscriptions from Spain in the Corpus and in Hübner's collection of inscriptions from Christian tombstones, and he has also kept up with the Spanish archaeological journals and other publications. He divides his material into three parts—the history, the antiquities, and the literature of ancient Spain. This involves a certain repetition, but is a convenient arrangement. Starting with the cavemen of Altamira, he gives us recent views of the origin and relationships of the Tartessians and the Iberians; he hesitates to consider the Basques as lineal descendants of the latter. The problem of the Iberian language and civilization is almost as fascinating as that involving the Etruscans—and perhaps as insoluble. There is a good sketch of the Celtic, Greek, Carthaginian and Roman invasions; the account of the Roman dominion must be the fullest available in English. Mr. Bouchier even takes us to Vandal and Visigothic days when the impoverished Spaniards "preferred inter barbaros pauperem libertatem quam inter Romanos tributariam sollicitudinem"; and he devotes several pages to the efforts of Constantinople to hold that part of Spain which remained loyal to the Eastern Empire.

Many modern writers have remarked how notably the Spanish character of to-day reproduces qualities which the ancients ascribed to the Iberians. Castilian gravity and sobriety, dislike of walking, love of rhetoric are only a few of the characteristics which Mr. Bouchier, following Ozanam, notes as Iberian. Individualism has always been the chief strength and the chief weakness of the Spaniard—an individualism which produced the heroes of whom Livy tells us, and the Cortez and Pizarro of a later date, but which prevented the tribes from combining against Rome, and has always kept Spain from exercising the preponderating influence to which her situation and her other traits entitle her.

Considerations of space prevent our citing any of the very interesting facts accumulated by Mr. Bouchier under the head of antiquities. He notes the devotion of the Spaniards to the cult of Augustus; a curious custom which has escaped him is that in Spain all dating was done by the era of Augustus (beginning 38 B. C.) for over a thousand years, and that in the most Christian kingdoms of the West! Very interesting are the accounts of the chief cities of Spain—Carthagera, of which Silius Italicus says, *terris memorabile Iberis haec caput est; Cordova, Qua dives placidum Corduba Baetis amat* (Martial); Mérida, *clara colonia Vettoniae, quam memorabilis amnis Ana praeterit, et viridante rapax gurgite moenia pulchra lavit* (Prudentius); Cadiz, Martial's *Gades iocosa*; Italica, home of Hadrian and Theodosius; and Tarragona, *Florus's omnium earum quae ad quietem eliguntur gratissima*.

In his chapters on Spanish writers of the Empire, Mr. Bouchier notes in those writers the dramatic and rhetorical tendencies which have ever since characterized Spanish literature. He gives good accounts

of the Senecas, Lucan, Pomponius Mela, Columella, Quintilian, Martial, Juvenius, Prudentius, Priscillian and Orosius. The chapter on the Latin of Spain is, however, vitiated by a tendency to ascribe to Spain alone changes which were universal in vulgar or late Latin, such as the confusion of *b* and *v*, *o* and *u*.

Altogether Mr. Bouchier has given us a pleasant and well written account of Roman Spain, which may be recommended to anyone who wishes to realize the importance of the Iberian Peninsula to Roman literature and civilization.

YALE UNIVERSITY.

CHARLES UPSON CLARK.

THE PHILADELPHIA SOCIETY FOR THE PROMOTION OF LIBERAL STUDIES

The Philadelphia Society for the Promotion of Liberal Studies will hold its third meeting on Friday, February 26, in the Girls High School, Seventeenth and Spring Garden Streets, Philadelphia. At 5 o'clock, Miss Edith Hall, of the University of Pennsylvania Museum, will deliver an illustrated lecture on the Discoveries in Crete and their Bearing on Modern Life. At 6.15 will come supper, at fifty cents per person. At 7.30 pupils of the Girls High School, Philadelphia, will act Miss Paxson's Latin Plays, A Roman School, and A Roman Wedding. At 8.30 Professor Knapp will deliver an address on Liberal Studies. The programme will conclude with the singing of Greek and Latin songs by a double quartette of School girls.

The Association now has 310 members, and expects to win many more through this meeting. About half of the members are teachers of the Classics; the others are business and professional men and women, who, though in no wise professionally connected with the Classics, are ardent supporters of the Humanities. Bulletin No. 1, giving a Historical Statement and the Proceedings of the Organization Meeting of the Association, states the Association was "organized in general to foster in the community love and appreciation of the humanities; and, in particular, to support in our system of education, in well-balanced proportion, the study of the classical languages, as indispensable to the highest aims of education."

Haverford College.

W. W. BAKER.

A CORRECTION

In THE CLASSICAL WEEKLY 8.88 I wrote the following sentence: "Dr. Gray held that it is entirely possible to get pupils in the first year Latin to learn 1250 Latin words with their English derivatives". Dr. Gray writes me that he did not mean to make any statement about the number of Latin words that he sought to cover in the first year; he had in mind the number of English derivatives that in the work of the first Latin year the teachers in the East High School, Rochester, seek to cover.

C. K.

THE MONROE COUNTY CLASSICAL ASSOCIATION

The Monroe County Classical Association, a branch of The Classical Association of New York State, held its sixth quarterly meeting recently, at the East High School, Rochester. Professor Irving E. Miller, of the University of Rochester, read a paper on Humanizing the Teaching of Latin and Greek, urging that pupils be taught to apply their growing knowledge of Latin to their environment. The teacher should make the pupils feel that Latin is all about them, that it constitutes the greater part of their everyday vocabulary, and that it is the basis of all scientific terms. Mr. Edwin M. Wright spoke on Definiteness in Lesson Assignments. A thousand legitimate questions may conceivably be asked on any assignment of fifteen or twenty lines of Latin or Greek. If the pupils are to prepare their lessons properly, they must know definitely, in advance, for which of these they will be held responsible, or, at least, for what sorts of questions they will be held accountable. Mr. Wright described a plan used in the East High School to accomplish this end. Dr. Mason D. Gray gave a demonstration of *The First Day in a Latin Class*. C. K.

THE CLASSICAL ASSOCIATION OF NEW YORK STATE

At a meeting held in Syracuse in the closing days of last December the organization of The Classical Association of New York State was finally effected; in accordance with the plans outlined in *THE CLASSICAL WEEKLY* 8.88. The Association has already organized county branches in most of the counties of the state. It will not, however, organize such branches in territory already covered by existing Classical Associations, such as The New York Latin Club, and the Upper Hudson Classical Club. Plans are under consideration for the affiliation of The Classical Association of New York State with The Classical Association of the Atlantic States. C. K.

THE NEW YORK LATIN CLUB

A special meeting of the Club will be held on Saturday, March 6, in Room 530, Washington Irving High School, at 10.30, to discuss some problem of First Year Latin. The meeting is open not only to members of the Club, but to every one interested in the problems of beginners' Latin.

¹This account is compiled on the basis of a reprint of a report of the meeting in a Rochester paper.—In connection with the point made by Mr. Wright reference may be made to two things. (1) Mr. E. D. Daniels's *Latin Drill and Composition*, reviewed in *THE CLASSICAL WEEKLY* 8.110-111, aims to accomplish for the Caesar work what Mr. Wright desires. (2) In 1906, the late Professor H. W. Johnston published, through Messrs. Scott, Foresman and Company (Chicago), a brief pamphlet, entitled *Teaching Second Year Latin*, in which he declared that the trouble with the work of the second year is "due, nine-tenths of it at least, to the failure of the teacher so to assign the lessons and conduct the recitations that the pupil may make adequate preparation for them, or, in other words, to hazy, indefinite and shifting methods of teaching". The whole pamphlet deserves careful study.

WAR, ANCIENT AND MODERN

The newspapers recently contained references to a constitutional amendment proposed by Senator Owen, whose purpose was that an offensive war should be declared only after a referendum vote. The power of the President to call out troops to resist invasion would be left unaltered, but the approval of the people would be necessary for an offensive war. It is worth while to call attention to the fact that this corresponds to the Roman theory, at least that which prevailed after 427 B. C., when the tribunes succeeded in establishing the principle that a *senatus consultum* without a confirming vote of the assembly was insufficient for declaring war (see Livy 4. 30. 15; Botsford, *Roman Assemblies* 230). The Romans seem to have regarded all wars as defensive: would it work the same way with us?

UNIVERSITY OF PITTSBURGH.

EVAN T. SAGE.

THE PLUTEI TO THE FRONT

If we could persuade our students in Caesar to read the chapter about Roman military matters, in the preface of the text-book, they would find something like the following: One of the constructions used in siege operations was the *pluteus*. This was a heavy movable breastwork or screen, resting on rollers; it was usually seven or eight feet high, with loopholes through which archers could discharge arrows. They were used especially as a defense against missiles when it was desired to construct an *agger* or dike up to the walls of a fortified city which could not be taken by a sudden assault. Behind a row of such *plutei*, moved forward from time to time, the different sections and stories of the *agger* were built, while the arrows from the wall rattled harmlessly off the exposed front of the *plutei*.

In a despatch from Petrograd, dated January 25, in an account of the fighting about twenty-five miles west of Warsaw, the following statement occurs:

In this fighting the Germans put into use improvised steel shields which were moved forward for the protection of trench diggers. Behind these shields the diggers worked until two lines of trenches had been pushed to within a few hundred yards of the Russian positions. So close and accurate was the firing that a hat hoisted on the point of a bayonet would be riddled with a shower of bullets from the opposing trench.

Now I remember a student who, being asked if the Romans were good at philosophy, replied instantly, "No, they were practical men!" Whatever may be said of the Germans, no one will accuse them of being impractical; and their use of the Roman *plutei* is eminently a practical measure. With such impeccable evidence, might not even the champions of vocational training admit that Latin has some claims to being a practical study?

UNIVERSITY OF PENNSYLVANIA.

ROLAND G. KENT.